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ABSTRACT

Designed with administrators, teachers, and the general public in mind, this minipackage attempts to answer critical questions about the middle school. It contains three substantive documents: a) "Middle School Questions and Answers"; b) "The Middle School: Alternatives Within the System"; and c) "Young People in Transition: Summary." Two selected Educational Resources Information Center (ERIC) bibliographies on the topic are also included. (Also included is an ERIC list of curriculum guides for the middle school, ages 10-13.) (JB)

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THE MIDDLE SCHOOL: AN ORGANIZATIONAL ALTERNATIVE

This mini-package has been prepared by the Texas Information Service in order to provide Texas educators with a summary of the rationale for and purpose of this new organizational plan for pupils aged 10 through 13 years. Three substantive documents and two selected bibliographies with ERIC document abstracts are included. This package has been written to provide clearly stated answers to critical questions on the Middle School for administrators, teachers, parents, and the general public.

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Middle School Questions and Answers
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MIDDLE SCHOOL QUESTIONS AND ANSWERS

What is a Middle School?
A Middle School is a learning center for students in the transitional years from childhood to adolescence, usually ages 10-14 found in grades 5-8.

What is the purpose of the Middle School?
The purpose of the Middle School is to create an educational environment which provides for the changing needs of students and helps the student learn to understand and appreciate changes in himself and others.

A Middle School is based on a different structure and philosophy:
(1) Students in grades 5 or 6 through 8 are housed together. The unique needs of this transitional period thus can be met more satisfactorily than in the conventional junior high school grouping of preadolescents with adolescents.

(2) The Middle School operates under an instructional leadership team, attempting to involve all members of the institution in planning, implementing, and evaluating the instructional program.

(3) Instruction is on an individualized basis to fit the varying needs of the students.

(4) The in-between years are a period of natural inquisitiveness and the Middle School provides the freedom to capitalize on student self motivation.

(5) Curriculum in the Middle School is based on concept development and process rather than on fact memorization.

(6) The Middle School provides a program which helps the student increase his awareness and understanding of himself and his interrelationships with others.

(7) The organization and operation of the Middle School provides students an opportunity to participate in decision-making. Since students will always be faced with choices to make, training and guidance in the decision-making process will be valuable to them in later life.

Why a Middle School?
The Middle School provides a flexible educational organization which is free of preconceived ideas. It offers a school the opportunity to meet the needs of growing, changing preadolescents. The difference between junior high and Middle School is more than just a change in the name of the building. The flexible Middle School setting makes innovation and experimentation more possible. Individualized instruction can be implemented within the new flexible structure of a Middle School more easily than in the established structure of a junior high school.

Why was the Middle School developed?
Many sixth, seventh, and eighth graders are in a time of physical, emotional, and cognitive transition. They have unique needs and interests. For example, they are aware (often painfully) of their social interactions with peers, and social acceptance is very important.

Schools can capitalize on this interest to help students better understand themselves, their social needs, and the ways in which they affect others. Indeed, what more important life skill exists than the ability to get along with others? How much social and personal tragedy could be avoided if students could spend some time during their schooling studying themselves, their social needs, and their relationships with others.

At a time when students are most interested in these social and personal needs, they are usually required to study national and world problems in classrooms where social interaction is rigidly controlled and often discouraged.

Students at this age are developing analytic cognitive skills. Schools can capitalize on these new skills by providing opportunities to analyze, make choices, and discuss open ended issues.

Preadolescents are also aware of the ranges of differences in people. They exhibit extreme differences in bodily growth and maturity. Their social interests are diverse: some are interested in dating, others consumed by sports, and still others seem to withdraw into themselves.

Possible goals for implementing a Middle School:

I. Learning
   1. Treat learners as individuals by developing an individualized instructional program.
   2. Emphasize success and accomplishment rather than competition and failure.
   3. Stress the teaching of concepts and process rather than content development.
   4. Use the textbook as resource rather than single source.
   5. Develop a program of instruction that a child can handle at his level of ability.

II. Motivation
   1. Involve students as self-motivators, de-emphasizing external motivation.
   2. Use the natural inquisitiveness of in-between agers through his active, rather than passive, involvement in the learning process.
   3. Develop in students responsibility for their own learning.

III. Organization
   1. Operate under an instructional leadership team, headed by the principal
   2. Offer variation and flexibility in scheduling and teaching techniques
   3. Provide a wide range of exploratory experiences
   4. Provide career education
   5. Emphasize lifetime sports

IV. Guidance
   1. Provide social, physical, and emotional guidance for adolescents
   2. Develop a program to increase student understanding of self and others

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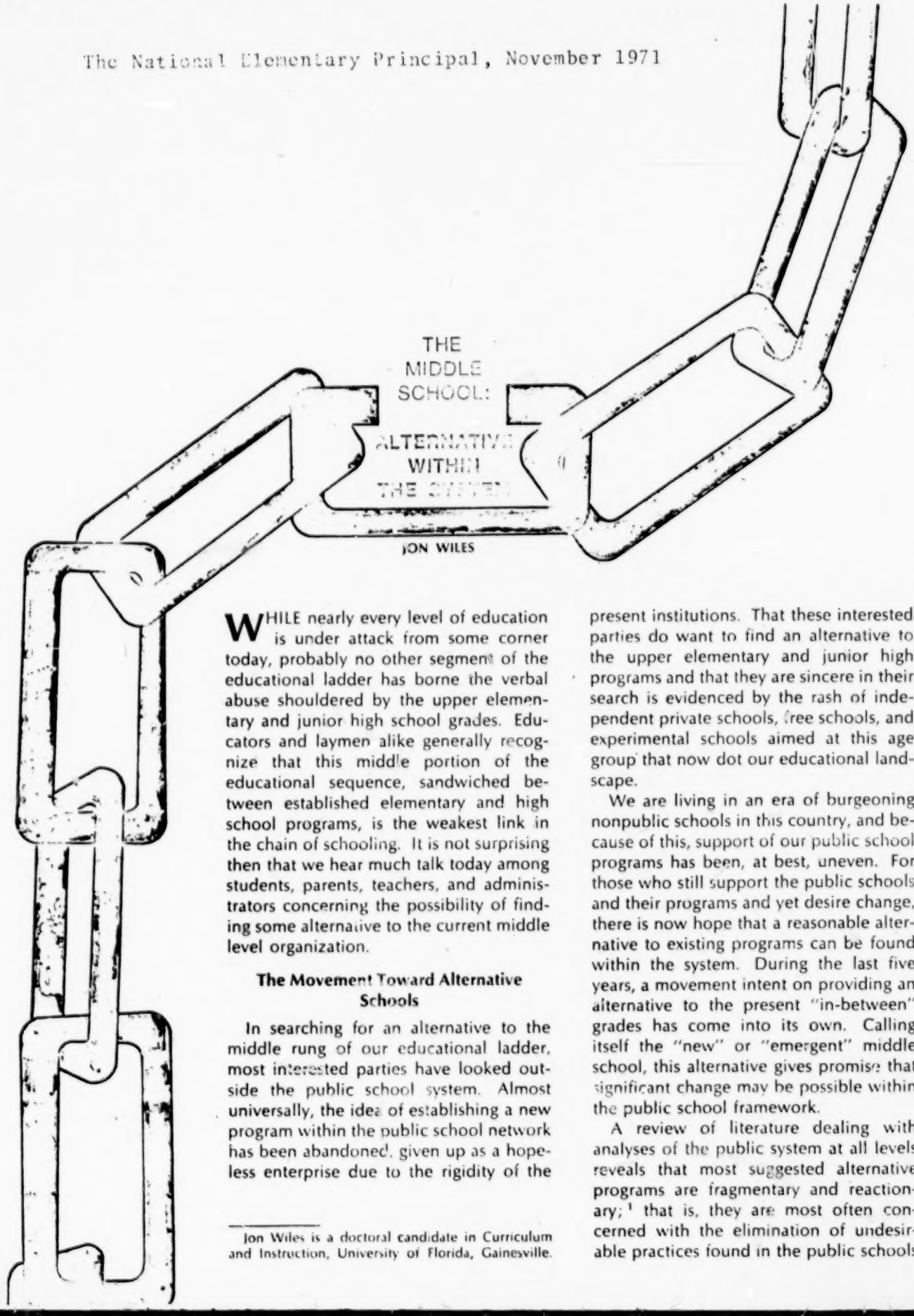
The National Elementary Principal, November 1971



WHILE nearly every level of education is under attack from some corner today, probably no other segment of the educational ladder has borne the verbal abuse shouldered by the upper elementary and junior high school grades. Educators and laymen alike generally recognize that this middle portion of the educational sequence, sandwiched between established elementary and high school programs, is the weakest link in the chain of schooling. It is not surprising then that we hear much talk today among students, parents, teachers, and administrators concerning the possibility of finding some alternative to the current middle level organization.

The Movement Toward Alternative Schools

In searching for an alternative to the middle rung of our educational ladder, most interested parties have looked outside the public school system. Almost universally, the idea of establishing a new program within the public school network has been abandoned, given up as a hopeless enterprise due to the rigidity of the present institutions. That these interested parties do want to find an alternative to the upper elementary and junior high programs and that they are sincere in their search is evidenced by the rash of independent private schools, free schools, and experimental schools aimed at this age group that now dot our educational landscape.

We are living in an era of burgeoning nonpublic schools in this country, and because of this, support of our public school programs has been, at best, uneven. For those who still support the public schools and their programs and yet desire change, there is now hope that a reasonable alternative to existing programs can be found within the system. During the last five years, a movement intent on providing an alternative to the present "in-between" grades has come into its own. Calling itself the "new" or "emergent" middle school, this alternative gives promise that significant change may be possible within the public school framework.

A review of literature dealing with analyses of the public system at all levels reveals that most suggested alternative programs are fragmentary and reactionary;[1] that is, they are most often concerned with the elimination of undesirable practices found in the public schools

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but rarely offer a complete program of their own as a substitute. While these analyses vary according to the specific practices to which they are reacting, suggested alternatives are basically concerned with organization, curriculum, and, to a great extent, practices that fall into the "mindless" category. The middle grades of our public educational program seem particularly open to such reactive analysis.

Criticism of upper elementary and junior high school programs is particularly harsh when it deals with the organization and administration of such programs. Many critics hold that these programs, especially those of the junior high school, were designed, and now exist, primarily for low budgets, ease of administration, and the compression of learning. What is strongly lacking in these programs, say the critics, is a genuine concern for students. What these programs do to, and for, their students through the curriculum, instruction, services, and activities is the real concern of those most interested in finding alternatives to the existing programs.

The Junior High School as an Alternative

Some 60 years ago, in response to an acknowledged and somewhat embarrassing gap between the elementary and high school objectives and programs, educators created an institution envisioned as a bridge between these two programs. Because the attention of these educators was principally focused on the academic coordination of the programs, they created an institution designed to deal almost exclusively with subject matter and related exercise. So narrow was this focus at the time and so strong was the desire of these educators to link the programs that this new institution, called the junior high school, was created in the image of the high school itself and by its design even drew the upper years of the elementary program into its academic orbit.

The resulting structure, organized over the years in a number of different grade level combinations, was both stiff and immovable when it came to meeting the educational demands of the twentieth century. This institution also proved to be unbelievably impersonal in dealing with the human element in the educative process. The academic framework, coupled with the meager resources allocated for its support, proved largely incapable of incorporating new responsibilities and routines. It was this basic rigidity, this resistance to change of any kind, that proved to be the rallying point for critics of the program and that is today the driving force in the search for alternatives at this level.

The middle school concept, like so many of the alternative programs found outside the public school system, seeks to eliminate repressive practices and archaic structural barriers to the education process. In addition, however, the middle school offers a program of total development that seeks to return the emphasis of the educational program to the learner and to build in flexibility for dealings with changes in the nature of knowledge and in the preadolescent pupil who attends the school.

The middle school program, really a series of principles put into practice, takes into account the total development of the learner in the preadolescent years. It is concerned, not only with intellectual growth, but also with the social and emotional development so important at this age level. Of vital importance is the fact that the concepts of the middle school are derived from sound research and knowledge about children of this age that have been collected over the years.

The Middle School Alternative

The key features of the middle school program are highlighted in some detail in other sections of this issue. For that reason, this article will focus on only a few examples of how a middle school program can provide workable alternatives to present undesirable practices in the public schools. The examples are intended only as illustrations and by no means demonstrate the full potential of the middle school program in serving as an alternative school:

Problem. In many existing upper elementary and junior high school programs, there is an extreme decentralization of subject matter in the learning process. The "common learnings" of the elementary grades and the departmentalization of the junior high school subjects often mean that learning is a disjointed exercise for students at this level and that school knowledge occurs in a vacuum.

Alternative. Middle school programs are designed to be interdisciplinary whenever possible, to use teaming to achieve coordination of subject matter specialties,

and to use extensive independent study to allow the expansion of native intellectual curiosity among the learners.

Problem. In many programs found in the middle grades today, there is an obvious overemphasis on order, regulation, and the regimentation of pupils. While such practices as toilet passes and directional staircases ease administration and give visitors the impression of orderliness, they reinforce feelings of being "closed in" on the part of students and, as such, represent an undue and really unnecessary restriction on the freedoms of students of this age.

Alternative. While middle schools certainly do not advocate unrestricted freedom for pupils, they are designed to promote, where possible, an expansion of the mental "life space" of the learners. Regulations at middle schools are held to a minimum. When new buildings are possible, open-space designs and pod arrangements can be used. Even in older buildings, the removal of unnecessary walls and flexibility in furniture arrangements can aid in the promotion of feelings of freedom. Most important though, it is recognized that the students in the middle school are of an age of boundless energy—energy that must be released through movement and the removal of physical restrictions wherever possible.

Problem. In many elementary and junior high programs today, precious little is done to help the preadolescent student in his social and emotional development. Planning for this development is an area where, typically, there is very poor communication between the home and school. At an age where the children come in all sizes and stages of physical maturity, active concern by the school is greatly needed.

Alternative. Most middle schools make an attempt to plan for social and emotional development in their physical education programs and through special informational presentations to all students. Middle schools also seek to aid the emotional development of all pupils by ensuring that each child shall have one adult at the school in whom he can confide and go to with problems of any nature.

Problem. In many existing educational programs at this level, students are burdened with heavy academic responsibilities almost overnight. While most students are able to adjust to such change through a rather painful adaptation process, some students never recover from the shock of massive doses of reading and homework.

Alternative. By design, middle schools try to stretch out the process of assuming academic responsibility by making such change a more gradual and natural process. Concentrating primarily on study skills at first—skills that will be needed for academic success at higher levels—middle schools gradually increase the demands for academic achievement and performance. The result, it is hoped, is lessened pressure, the development of greater self-direction, and in some cases, perhaps even an increased appreciation of the learning process itself.

Problem. In many of today's upper elementary and junior high schools, the shortness of "time" dictates that students have minimal say-so about the curriculum they are studying. If options are provided, there is usually little choice involved, as in the traditional band or shop decision. Such inflexibility means that most students have no opportunity during the regular school day to develop interests, abilities, or talents. Nor is there the opportunity for self-direction inherent in decision making.

Alternative. Because the middle school program covers a longer span of time and because it is committed to curricular flexibility whenever possible, students are usually offered some degree of choice in their curricular program. When the actual choice of courses to be taken proves an impossibility, independent study methods are utilized to provide latitude in interests and abilities and increased self-direction.

Problem. Most high schools today adhere to an A, B, C, D, F grading system, because colleges are felt to require such standardization in grading for the computation of point averages. Most junior high schools, because they see their role as feeding to the high schools, also have such a fixed letter grade system. It has even become common in many elementary schools to evaluate pupils by this means, because they feel it is expected of them.

Alternative. Because middle schools perceive themselves as schools of purpose

that serve the needs of the students attending, there is a great variety among evaluation systems in these schools. Examples of such alternatives to the traditional A, B, C, D, F grading are pass-fail arrangements, S, N, U plans, behavioral objective measures, written and oral teacher reports, and multiple-grading systems within the same school. The student evaluation program of all middle schools ought to be concerned chiefly with the achievement of the objectives and programs of that school.

Problem. Many upper elementary and junior high schools have rigid and inflexible class schedules that mirror the Carnegie Unit organization of the curriculum. Too often, such time arrangements do not coordinate with academic activities or other school programs, but the schools find themselves hopelessly "locked in" by the "schedule."

Alternative. Middle schools, by their design, have no requirements that demand that they follow a rigid scheduling system, such as the traditional one-hour class period. In fact, modular scheduling, the provision for teaming periods, the offering of mini-courses and periods of independent study and courses that don't meet every day of the week all make such a regular schedule nearly impossible. The more flexible organizational plans of these schools make the middle school a more versatile arrangement than traditional arrangements.

Problem. Probably the most widely recognized problem in many upper elementary and junior high programs is that they are basically subject matter centered rather than learner centered. The very organization and design of most of these programs, the curriculum offered, and the attitudes of teachers and administrators alike all focus on the "business" of learning. Such a prevailing attitude generally means that such schools lack warmth, and for most children, it also means that the school is a place to be avoided whenever possible.

Alternative. Middle schools, above all else, seek to humanize the educative process. These schools should be staffed by persons of compassion and good will toward children. The programs attempt to let students know that they are important and that their ideas are valued. Learning, rather than being seen as drudgery, can be seen as an adventure. Parents are involved whenever possible in the planning and implementation of such programs. Middle schools should be places where children feel welcome.

The Middle School: A Chance for Change

The sum of all such alternatives to current undesirable practices in existing school programs is the middle school idea. But, unlike many alternatives outside the public system of education, the middle school is not just a patchwork program. Rather, the middle school is a highly coordinated effort to improve the middle years of the educational ladder. Consistency in the application of middle school principles outlined in this issue can make decision making and the process of change a creative challenge, rather than a dreaded task.

Probably the most encouraging aspect of the middle school as an alternative to the present public school programs in the middle grades is that it is an ever-growing concept. The middle school is still receiving input daily from school systems around the country that are experimenting with its ideas. It is hoped that the middle school concept will always remain flexible and provide the best program that can be devised. Surely, the greatest sin of existing programs is their basic resistance to change.

For students, parents, teachers, and administrators who support the public school program but feel that major changes are needed, the middle school movement provides a place where ideas and energies can be channeled. While by no means a panacea, this alternative within the system offers hope.

FOOTNOTE

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YOUNG PEOPLE IN TRANSITION: SUMMARY

The physical, intellectual, and psycho-social development of youngsters during the transitional period have been presented in separate sections of this chapter. The following summary of characteristics of young people during this period is an attempt to demonstrate the interrelatedness of these components and return the reader's attention to the concept of the whole child:

1. The transition period is marked by the necessity for relearning to manage the body skillfully during a period of rapid change in body dimensions and general awkwardness.
2. The transition period is marked by the onset and gradual regularization of menstruation in girls and of nocturnal emissions and more frequent erections in boys. These new physical phenomena bring about the need for learning to maintain standards of health and hygiene. They set up new concepts of self and new problems of social behavior.
3. The transition period is marked by a beginning awareness of new erotic sensations in both boys and girls. It is also marked by an awakening interest in persons of the opposite sex and by the necessity for learning to manage these sensations without undue brashness or embarrassment.
4. The transition period is marked by the necessity for developing many social skills in interacting with persons of the opposite sex. These skills run the gamut--from learning to use cosmetics, or to choose and wear clothing that will attract the opposite sex, to learning how to receive and give caresses related to the erotic drive and to manage and check one's partner in these activities.
5. The transition period is marked by dramatic changes in the activities of the peer group and in what is required to maintain belonging to the peer group. Learning to dance, to talk the current slang, "to kid" and to accept "kidding," to joke and to accept practical jokes played on one, and perhaps to drive a car are examples of peer group activities during this period.[26]
6. The transition period is marked by an important evolution in relationships with parents. These include the ways in which love is expressed between the young person and the parents, the assertion by the rapidly developing person of his right to make many more decisions about his own behavior, his own social life, his own management of money, his own choice of companions, and so on. Some psychologists consider this as

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26Caroline Tryon, "Summary of Material Presented to Members of the Collaboration Center by Herbert R. Stolz," in summaries of Presentations of Consultants to the Collaboration Center, Vol. 9 (mimeographed, [Chicago: Division of Child Development and Teacher Personnel, Commission on Teacher Education, American Council on Education, October 15-December 11, 1939]).

rebellion, or a drive for independence. It seems more likely to be an attempt by the youth to secure for himself the right to make more decisions about his own behavior. It is not a desire to be free of parents but the need to have them accord him the right to test his own choice-making under the new circumstances in which he is living.

7. The transition period is marked by a tremendous change in the individual's perception of himself and, consequently, in a quest for a satisfying concept of himself. Who am I? What am I able to do? Where do I fit into the social world? Into the vocational world? Into the spiritual world? Into the political world? Where do I belong? What do I believe about life and death? If finding the answers to these questions are required of the developmental periods of adolescence and adulthood, the framing of the questions and the exploration of where and to whom to look for answers are among the requirements of persons in transition from childhood into adolescence. Sometimes this is done overtly. More often, perhaps, the young people reveal what is on their minds by frank criticism of adult behavior, by challenges to established mores and ideas. Some show it by quiet withdrawal that finds the teacher or parent suddenly aware that this person has asked no sincere or penetrating questions for some months. For before the affirmation of a new concept of self-becoming can be made, there is the period of uncertain fumbling, the period of confusion about what the right questions are.

8. The transition period often is marked by the necessity of redefining what is right and what is wrong. Evidence of organic maturation confronts the individual with many complex choices about how to behave. Are the next-older peer group, the young postpubescent adolescents, right or wrong in what they do, or claim to do? Is what a person feels as conscience only the memory of what parents and teachers told him when he was too young to be able to decide for himself? How can a person tell? Many a parent thinks of his child in transition as an "innocent child" and is horribly shocked to discover that he has been exploring some undesirable behavior "to find out whether it is really wrong or not."

9. The transition period is marked by the development of a new mode of intellectual operations--a movement away from a dependence upon what can be perceived in the immediate environment to a level of hypothesizing and dealing with abstractions. It is an establishment of a level of adult-like thought (when the adult is his logical best) and a willingness and desire to test ideas. It is manifested in a youngster's dealings not only with what is normally conceived to be activities directly related to so-called school work but also with all facets of his everyday life.

These changes that occur during the period of transition from childhood to adolescence should be reflected, we believe, in a transitional school program. The program for the "in-between-ager" should be developed with direct concern for his

characteristics as just summarized. This transitional period is unique in the developmental sequence--a uniqueness which renders children and young people at this stage of development as quite different from those in the first few years of school and those in the high school years.

Does the present school program reflect our knowledge about the transition from childhood to adolescence? As we shall note in Chapter 3, the organization breaks sharply from grade 6 to grade 7, in the very middle of the transitional period of most children's lives. Indeed, Dacus' study[27] of social, emotional, and physical maturity, and opposite sex choices of pupils in grades 5 through 10, found that the differences were least between pupils in grades 6 and 7 and pupils in grades 9 and 10--the present break points! The present organization tends to be based on the scientific data related to human growth and development which was available more than fifty years ago. Furthermore, the program of present schools, however organized, rarely focuses during the in-between years on these developmental characteristics, which would seem to be logical priorities. In Chapter 3 the present program provided for youngsters during this transitional period will be critically examined, as a further justification for a new program in the emergent middle school.

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27Wilfred P. Dacus, "A Study of the Grade Organizational Structure of the Junior High School as Measured by Social Maturity, Emotional Maturity, Physical Maturity, and Opposite-Sex Choices" (doctoral dissertation, University of Houston, Abstract; Dissertation Abstracts, 24:1461-1462, 1963).

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1/73

PUBLICATION DATE.. NOV 68

TITLE.. THE SCHOOL IN THE MIDDLE DIVIDED OPINION ON DIVIDING SCHOOLS. A CENTER READER.

PERSONAL AUTHOR.. BARNETT, LAWRENCE J., ED. AND OTHERS

DESCRIPTOR.. BOARDS OF EDUCATION COST EFFECTIVENESS EDUCATIONAL PRACTICE *GRADE ORGANIZATION *INSTRUCTIONAL PROGRAM DIVISIONS *INTERMEDIATE GRADES *JUNIOR HIGH SCHOOLS *MIDDLE SCHOOLS ORGANIZATION PUBLIC SCHOOL SYSTEMS RACIAL DISTRIBUTION

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 317P.

ABSTRACT.. THIS COLLECTION OF READINGS EVOLVED IN RESPONSE TO A NEED BY EDUCATORS AND COMMUNITY GROUPS FOR JUSTIFICATION FOR VARIOUS GRADE REORGANIZATION PLANS. WHILE THE COMPILATION ATTEMPTS TO FOCUS ON A TIMELY EDUCATIONAL TOPIC, IT REFLECTS VARYING ATTITUDES TOWARD CHANGE ON THE PART OF THE INDIVIDUAL CONTRIBUTORS AS WELL AS THEIR DIFFERENCES IN REGIONAL FOCUS. THOSE AUTHORS CONCERNED SPECIFICALLY WITH EDUCATION IN LARGE URBAN AREAS DISCUSS GRADE REORGANIZATION AS IT RELATES TO RACIAL AND ETHNIC PUPIL MIXES. DESCRIPTIVE MATERIALS FOR PRESENTATION TO BOARDS OF EDUCATION OR COMMUNITY GROUPS AND COST REFERENCE ARTICLES ARE INCLUDED. THE MATERIAL IS ARRANGED UNDER THREE BROAD TITLES INTERMEDIATE EDUCATION/A RANGE OF VIEWS PLANS, PROPOSALS, PRACTICES AND NEW YORK CITY/A CASE STUDY. (CONSIDERABLE COPYRIGHTED MATERIAL PRECLUDES MAKING THIS DOCUMENT AVAILABLE FROM EDRS.) (AUTHOR/MLF)

AVAILABILITY.. CENTER FOR URBAN EDUCATION, 105 MADISON AVENUE, NEW YORK, NEW YORK 10016 ($2.00)

INSTITUTION NAME.. CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. THE MIDDLE SCHOOL.

PERSONAL AUTHOR.. CURTIS, THOMAS E., ED.

DESCRIPTOR.. ADMINISTRATIVE PERSONNEL *ADOLESCENTS BIBLIOGRAPHIES *CORE CURRICULUM EDUCATIONAL ADMINISTRATION EDUCATIONAL FINANCE EDUCATIONAL PHILOSOPHY GRADE ORGANIZATION LEARNING THEORIES *MIDDLE SCHOOLS NONGRADED SYSTEM PSYCHOLOGICAL CHARACTERISTICS *SCHOOL ARCHITECTURE TEACHER SELECTION *TEAM TEACHING

EDRS PRICE.. EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 278P. PAPERS PRESENTED AT A CURRICULUM CONFERENCE (ALBANY, N.Y., AUGUST 8-12, 1966).

ABSTRACT.. A CURRICULUM CONFERENCE FOR NEW YORK SCHOOL ADMINISTRATORS INTERESTED IN THE MIDDLE SCHOOL CONCEPT CONCENTRATED ON THREE OBJECTIVES (1) TO GAIN INSIGHT INTO THE PRINCIPLES OF EARLY ADOLESCENT EDUCATION, (2) TO BECOME AWARE OF THE STRENGTHS OF THE VARIOUS THEORETICAL APPROACHES OF EDUCATING THE ADOLESCENT, AND (3) TO LOOK AT THE PRAGMATICS OF APPLYING THE THEORETICAL CONCEPTS. EMPHASIZED THROUGHOUT 18 DIFFERENT ADDRESSES WAS THE RESPONSIBILITY OF ACADEMIC TRANSITION ASSUMED BY THE MIDDLE SCHOOL. AT THE ELEMENTARY LEVEL, THE EMPHASIS IS ON DEVELOPING BASIC SKILLS IN A SELF-CONTAINED CLASSROOM IN HIGH SCHOOL THE EMPHASIS IS ON SPECIALIZATION IN A SUBJECT-ORIENTED PROGRAM. MIDDLE SCHOOLS FIT INTO THIS PICTURE BY BUILDING SELF-AWARENESS IN THE STUDENT--THUS AIDING IN THE PROCESS OF SOCIAL ADJUSTMENT--AND BY PROVIDING EXPLORATORY INTELLECTUAL EXPERIENCES IN SUBJECT MATTERS THAT ARE STUDIED MORE INTENSELY AT THE HIGH SCHOOL LEVEL. ADMINISTRATION, CURRICULUM DESIGN, ARCHITECTURAL DESIGN, AND INSTRUCTIONAL TECHNIQUES IMPLIED BY THE MIDDLE SCHOOL ARE COVERED. A SELECTED BIBLIOGRAPHY OF 68 CITATIONS IS APPENDED. (LN)

AVAILABILITY.. FACULTY-STUDENT ASSOCIATION OF THE STATE UNIVERSITY OF NEW YORK AT ALBANY, INC., STATE UNIVERSITY BOOKSTORE, 1400 WASH. AVE., ALBANY, N.Y. 12203 ($2.00).

INSTITUTION NAME.. STATE UNIV. OF NEW YORK, ALBANY. CENTER FOR CURRICULUM RESEARCH AND SERVICES.

****END OF ABSTRACT****

PUBLICATION DATE.. 13 MAR 69

TITLE.. MIDDLE SCHOOL--PROMISE OF THE FUTURE.

PERSONAL AUTHOR.. EICHHORN, DONALD H.

DESCRIPTOR.. ACTIVITIES *CURRICULUM DESIGN EDUCATIONAL ENVIRONMENT *EDUCATIONAL INNOVATION EMOTIONAL DEVELOPMENT GROUPING (INSTRUCTIONAL PURPOSES) GROWTH PATTERNS GUIDANCE PROGRAMS JUNIOR HIGH SCHOOLS MATURATION *MIDDLE SCHOOLS *PROGRAM DEVELOPMENT SELF EXPRESSION SOCIAL DEVELOPMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 9P. PAPER PRESENTED AT SOUTHEAST MISSOURI STATE COLLEGE (MARCH 13, 1969).

ABSTRACT.. THERE IS A GROWING BODY OF EVIDENCE THAT A SEPARATE MATURATION LEVEL EXISTS FOR YOUNGSTERS IN THE MIDDLE SCHOOL YEARS. RESEARCH DATA INDICATE THAT MIDDLE SCHOOL YOUTH POSSESS SIMILAR PHYSICAL, SOCIAL, MENTAL, AND EMOTIONAL CHARACTERISTICS. A CREATIVE DEVELOPMENT OF MIDDLE SCHOOL PROGRAMS IS CLEARLY NEEDED. VARIOUS FACETS OF MIDDLE SCHOOL PROGRAMS ARE OUTLINED. (1) THE ENVIRONMENT OUGHT TO BE A DYNAMIC AND ACTIVE SCHOOL IN WHICH YOUNGSTERS MAY PURSUE LEARNING FREE OF UNNECESSARY RESTRAINT. (2) A REVITALIZED CURRICULUM WOULD INCLUDE THREE ELEMENTS ANALYTICAL, PERSONAL DYNAMICS, AND EXPRESSIVE ARTS. (3) STUDENT GROUPING SHOULD REFLECT THE RATE OF MENTAL, PHYSICAL, SOCIAL, AND EMOTIONAL GROWTH. (4) ACTIVITY PROGRAMS WHICH ENABLE BOYS AND GIRLS TO PARTICIPATE BOTH SEPARATELY AND COLLECTIVELY ARE SUCCESSFUL. (5) FLEXIBILITY IN SCHEDULING CAN FACILITATE LEARNING. (6) GUIDANCE PATTERNS SHOULD INVOLVE THE USE OF ALL STAFF IN COUNSELING ACTIVITIES. RELATED DOCUMENTS ARE EA 002 528 AND EA 002 642. (AUTHOR/MF)

****END OF ABSTRACT****

PUBLICATION DATE.. 17 OCT 68

TITLE.. PLANNING PROGRAMS FOR TRANSESCENTS.

PERSONAL AUTHOR.. EICHHORN, DONALD H.

DESCRIPTOR.. COGNITIVE PROCESSES *CURRICULUM DESIGN DEVELOPMENTAL GUIDANCE *EDUCATIONAL INNOVATION EMOTIONAL DEVELOPMENT GROUPING (INSTRUCTIONAL PURPOSES) GROWTH PATTERNS GUIDANCE PROGRAMS JUNIOR HIGH SCHOOLS *MATURATION *MIDDLE SCHOOLS *PROGRAM DEVELOPMENT SELF EXPRESSION SOCIAL DEVELOPMENT SOCIAL PROBLEMS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 9P. PAPER PRESENTED AT THE UNIVERSITY OF NEW YORK AT BUFFALO (OCTOBER 17, 1968).

ABSTRACT.. TRANSESCENTS -- THE PREFIX TRANS MEANING TO GO ACROSS AND THE SUFFIX ESCENT MEANING TO BECOME SOMETHING -- ARE YOUNG PEOPLE IN TRANSITION FROM CHILDHOOD TO ADOLESCENCE. THE MIDDLE SCHOOL ORGANIZATION PRESENTS EDUCATORS WITH AN OPPORTUNITY FOR IMPROVED EDUCATIONAL PROCESSES UNIQUELY SUITED TO STUDENTS OF THIS AGE GROUP. TRANSESCENTS ARE IN TRANSITION PHYSICALLY, MENTALLY, AND SOCIALLY, EACH DEVELOPING ACCORDING TO HIS OWN TIMETABLE. THIS DIVERSITY IN MATURATION RATES CREATES DIVERSITY IN INTERESTS AND ATTITUDES, THUS PRECIPITATING IRREGULAR SOCIAL AND EMOTIONAL PATTERNS. THE PURPOSE OF THIS PAPER IS TO SUGGEST PROGRAMS FOR THE TRANSESCENT LEVEL. ATTENTION SHOULD SPECIFICALLY BE GIVEN TO CURRICULUM, GROUPING TECHNIQUES, AND GUIDANCE PROGRAMS. THE MIDDLE SCHOOL CAN BE A DYNAMIC PROGRAM OF EDUCATION FOR TRANSESCENTS IF EDUCATORS UNDERSTAND THE COMPLEXITIES OF THIS AGE GROUP AND ARE WILLING TO CREATE PROGRAMS SUITED TO ITS UNIQUE CHARACTERISTICS. RELATED DOCUMENTS ARE EA 002 527 AND EA 002 642. (AUTHOR/MF)

****END OF ABSTRACT****

PUBLICATION DATE.. JUN 71

TITLE.. A COMPARATIVE STUDY OF MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS IN THE STATE OF MICHIGAN.

PERSONAL AUTHOR.. GATEWOOD, THOMAS F. WALKER, GEORGE H., JR.

DESCRIPTOR.. *ADMINISTRATIVE PROBLEMS COCURRICULAR ACTIVITIES *COMPARATIVE ANALYSIS CORE COURSES ELECTIVE SUBJECTS *GRADE ORGANIZATION GRADING GUIDANCE COUNSELING *JUNIOR HIGH SCHOOLS *MIDDLE SCHOOLS SCHOOL DESIGN SPECIAL SERVICES TEACHER CERTIFICATION TEACHING METHODS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 27P.

ABSTRACT.. THIS STUDY WAS MADE TO (1) COMPARE MICHIGAN MIDDLE SCHOOLS WITH JUNIOR HIGH SCHOOLS ON THE BASIS OF SELECTED ONGOING PROGRAMS AND PRACTICES, AND (2) DETERMINE IF THE TWO ORGANIZATIONS DIFFERED IN ANY WAY. PROPORTIONAL STRATIFIED SAMPLING PROVIDED A SELECTION OF 138 JUNIOR HIGH SCHOOLS THAT COULD BE COMPARED WITH THE 138 MIDDLE SCHOOLS IN THE STATE. A SURVEY INSTRUMENT MAILED TO PRINCIPALS OF THE PARTICIPATING SCHOOLS PROVIDED THE DATA FOR THE STUDY. INVESTIGATORS FOUND THAT (1) MOST OF THE ORGANIZATIONAL STRUCTURES AND INSTRUCTIONAL PROCESSES OF BOTH SCHOOL TYPES ARE SIMILAR TO PREDECESSOR PROGRAMS AND INSTRUCTIONAL ORGANIZATIONS FOR THE MIDDLE YEARS (2) MIDDLE SCHOOLS WERE PRIMARILY ESTABLISHED TO REDUCE OVERCROWDED CONDITIONS IN OTHER SCHOOLS, WHEREAS THE JUNIOR HIGH SCHOOL ORGANIZATION WAS TO PROVIDE A PROGRAM SPECIFICALLY DESIGNED FOR STUDENTS IN THE AGE GROUP SERVED. (AUTHOR/MLF)

****END OF ABSTRACT****

PUBLICATION DATE.. 67

TITLE.. MIDDLE SCHOOL PROGRAM ASPECTS. SECTION 4, PERSPECTIVES ON THE MIDDLE SCHOOL.

PERSONAL AUTHOR.. GROOMS, M. ANN

DESCRIPTOR.. *CURRICULUM DEVELOPMENT DECISION MAKING *EDUCATIONAL OBJECTIVES *INDIVIDUAL DEVELOPMENT INDIVIDUALIZED INSTRUCTION *MIDDLE SCHOOLS *PROGRAM DEVELOPMENT SCHEDULING SCHOOL COMMUNITY RELATIONSHIP TEAM TEACHING

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 36P.

ABSTRACT.. A PARAMOUNT OBJECTIVE OF THE MIDDLE SCHOOL IS TO FURTHER THE SELF-DEVELOPMENT OF ITS STUDENTS IN THE SEVERAL ACADEMIC DISCIPLINES, STUDY SKILLS, PROBLEM ANALYSIS, AND PROBLEM SOLVING AREAS. THE CURRICULA CONTENT IS DETERMINED BY STUDENTS AND THE PROFESSIONAL STAFF MEMBERS WORKING WITH THEM. EMPHASIS IS ON INDIVIDUAL GROWTH WITH STUDENT INVOLVEMENT IN PROGRAM DETERMINATION. THE CURRICULAR FRAME OF REFERENCE FOR MIDDLE SCHOOLS IS COMPOSED OF FOUR DISCIPLINES--SOCIAL SCIENCE, SCIENCE, MATHEMATICS, AND LANGUAGE ARTS. ACTIVITIES AND PRACTICES CONSIDERED UNACCEPTABLE TO MIDDLE SCHOOLS ARE SELF-CONTAINED CLASSROOMS, THE USE OF PROFESSIONALS TO TEACH ONE OR TWO SUBJECTS, DISREGARD OF INDIVIDUAL STUDENT INTEREST, USE OF GRADES AS MOTIVATORS, FACT REGURGITATION, AND INTERSCHOLASTIC ATHLETICS. FOUR EXAMPLES OF THE PROGRAM STRUCTURE AND ORGANIZATION OF MIDDLE SCHOOLS ARE PROVIDED. A FURTHER EXAMPLE IS PROVIDED BY TRACING THE DEVELOPMENT OF A MIDWEST MIDDLE SCHOOL. MIDDLE SCHOOLS EMPHASIZE THAT STUDENT PROGRAMMING BE INNOVATIVE AND FLEXIBLE. SCHEDULING IS DEVELOPED TO FULLY UTILIZE HUMAN RESOURCES WHILE MEETING STUDENT REQUIREMENTS. A 32-ITEM SELECTED READING LIST IS INCLUDED. (HW)

AVAILABILITY.. CHARLES E. MERRILL PUBLISHING COMPANY, 1300 ALUM CREEK DRIVE, COLUMBUS, OHIO 43216 (COMPLETE DOCUMENT 152P., CLOTHBOUND $4.95, PAPERBACK $2.95).

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. THE INTERMEDIATE SCHOOLS. ORGANIZATION AND ADMINISTRATION. PART V.

PERSONAL AUTHOR.. KINDRED, LESLIE W. AND OTHERS

DESCRIPTOR.. *ADMINISTRATIVE PERSONNEL ADMINISTRATOR ROLE DISADVANTAGED ENVIRONMENT EVALUATION CRITERIA EVALUATION METHODS LEADERSHIP RESPONSIBILITY *MIDDLE SCHOOLS ORGANIZATIONAL CLIMATE PARENT SCHOOL RELATIONSHIP *PERSONNEL POLICY PERSONNEL SELECTION PRINCIPALS PROGRAM EVALUATION *SCHOOL BUILDINGS *SCHOOL COMMUNITY RELATIONSHIP SCHOOL ENVIRONMENT SCHOOL ORGANIZATION TEACHER SELECTION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 153P. PART V (CHAPTERS 17-22) IN THE INTERMEDIATE SCHOOLS.

ABSTRACT.. SIX CHAPTERS OF A COMPENDIUM CONSIDER MAJOR ASPECTS OF INTERMEDIATE SCHOOL OPERATION. CHAPTER 17, ORGANIZATIONAL STRUCTURES, DISCUSSES THE NATURE OF ORGANIZATION, INDICATES THE IMPORTANCE OF AN UNDERSTANDING OF ORGANIZATION IN ESTABLISHING INTERMEDIATE SCHOOLS AS AN INTEGRAL PART OF AN EDUCATIONAL PROGRAM FOR YOUTH, AND EXPLORES THE ADMINISTRATIVE ASPECTS OF ORGANIZATION. CHAPTER 18, ADMINISTRATIVE SERVICES, DISCUSSES THE PRINCIPAL'S LEADERSHIP ROLE AND ADMINISTRATIVE TASKS AS WELL AS THE ROLES OF THE ADMINISTRATIVE TEAM AND OTHER STAFF MEMBERS WHO PERFORM ADMINISTRATIVE FUNCTIONS. CHAPTER 19, STAFF PERSONNEL PRACTICES, SUGGESTS GUIDELINES FOR ACCEPTABLE PERSONNEL PRACTICES THAT SHOULD STRENGTHEN STAFFING AND PROVIDE OPTIMUM WORKING CONDITIONS. CHAPTER 20, SCHOOL PLANT DESIGNS, DISCUSSES DESIRABLE PHYSICAL COMPONENTS OF INTERMEDIATE SCHOOLS. CHAPTER 21, RELATIONS WITH THE COMMUNITY CONSIDERS BASIC ASPECTS OF THE COMMUNICATION PROCESS, THE NATURE AND PURPOSE OF SOUND SCHOOL-COMMUNITY RELATIONS, ROLES OF STAFF PERSONNEL AND LAY CITIZENS, AND PROCEDURES FOR WORKING WITH ORGANIZED COMMUNITY GROUPS AND THE HOME, ESPECIALLY DISADVANTAGED PARENTS. CHAPTER 22, EVALUATING THE PROGRAM, TREATS THE MEANING AND IMPORTANCE OF EVALUATION AND REVIEWS EVALUATION TYPES, CRITERIA, PROCEDURES, AND TOOLS. (JK)

AVAILABILITY.. PRENTICE-HALL, INC., ROUTE 9W, ENGLEWOOD CLIFFS, NEW JERSEY 07632 (COMPLETE DOCUMENT 531 PAGES, $7.95).

****END OF ABSTRACT****

PUBLICATION DATE.. 13 APR 70

TITLE.. AVOIDING THE PITFALLS OF MIDDLE SCHOOL PLANNING.

PERSONAL AUTHOR.. MIDJAAS, CARL L.

DESCRIPTOR.. ADOLESCENCE *FACILITY GUIDELINES INDIVIDUALIZED INSTRUCTION *MIDDLE SCHOOLS ORGANIZATION RACIAL INTEGRATION *SCHOOL PLANNING SITE SELECTION STUDENT ENROLLMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 11P. SPEECH DELIVERED AT NATIONAL SCHOOL BOARDS ASSOCIATION CONVENTION, SAN FRANCISCO, CALIFORNIA, APRIL 13, 1970

ABSTRACT.. THE NEWNESS OF THE MIDDLE SCHOOL POSES FIVE MAJOR PLANNING PROBLEMS (1) THE UNFAMILIARITY WITH OR MISUNDERSTANDING OF THE RATIONALE BEHIND THE SCHOOL IN THE MIDDLE, (2) THE BANDWAGON SYNDROME FACED WHEN ANY NEW DEVELOPMENT IN EDUCATION ACHIEVES PUBLIC ATTENTION, (3) THE TRAINING OF A SCHOOL STAFF THAT IS INTELLECTUALLY AND EMOTIONALLY EQUIPPED TO MAKE THE MIDDLE SCHOOL CONCEPT WORK, (4) THE WILLINGNESS OF SCHOOL BOARDS AND ADMINISTRATORS TO ACCEPT PROGRAM EXPERIMENTATION AND ON-GOING PROGRAM EVOLUTION, AND (5) THE DANGERS OF PROMISING TOO MUCH TOO SOON IN AN ORGANIZATIONAL CONTEXT THAT IS EXTREMELY PROMISING BUT LARGELY UNTRIED. A RELATED DOCUMENT IS EA 003 235. (AUTHOR)

****END OF ABSTRACT****

TITLE.. MIDDLE SCHOOLS. PROFILES OF SIGNIFICANT SCHOOLS.

PERSONAL AUTHOR.. MURPHY, JUDITH

DESCRIPTOR.. *ARCHITECTURAL CHARACTER BUILDING DESIGN DESIGN PREFERENCES EDUCATIONAL INNOVATION *FACILITY CASE STUDIES *FLEXIBLE FACILITIES *MIDDLE SCHOOLS SCHOOL ARCHITECTURE SCHOOL BUILDINGS *SCHOOL DESIGN

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 67P.

ABSTRACT.. FOLLOWING A CONSIDERATION OF THE MIDDLE SCHOOL AND THE EDUCATIONAL CONCEPTS INVOLVED, PROFILES ARE PRESENTED OF ELEVEN MIDDLE SCHOOLS DESIGNED WITH A SENSE OF INNOVATION, ADAPTABILITY, AND MATCHING INSTITUTIONS TO THE NEEDS AND POTENTIALS OF CHILDREN. SOME OF THE SCHOOLS ARE WHOLLY COMMITTED TO INNOVATION FROM TEAM TEACHING TO ULTIMATE NONGRADEDNESS, BUT OTHERS FOLLOW FAIRLY CONVENTIONAL CLASSROOM PATTERNS FOR THE PRESENT. THE DESCRIPTIONS EMPHASIZE WHY THE SCHOOLS WERE DESIGNED AS THEY WERE, AND HOW THEY WERE DESIGNED AND BUILT. SCHEMATICS AND PHOTOGRAPHS ARE INCLUDED ALONG WITH AN EVALUATION OF THE SCHOOLS RELATIVE TO THE PROGRAMS FOR WHICH THEY WERE PLANNED. (FS)

INSTITUTION NAME.. EDUCATIONAL FACILITIES LABS., INC., NEW YORK, N.Y.

****END OF ABSTRACT****

PUBLICATION DATE.. JUN 70

TITLE.. PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL MATURITY LEVELS OF EIGHTH, NINTH AND TENTH GRADE STUDENTS WITH IMPLICATIONS FOR SCHOOL GRADE ORGANIZATION. FINAL REPORT.

PERSONAL AUTHOR.. MYERS, NORMAN K.

DESCRIPTOR.. *ADOLESCENCE BIBLIOGRAPHIES *DATA ANALYSIS EMOTIONAL DEVELOPMENT *GRADE ORGANIZATION INTELLECTUAL DEVELOPMENT JUNIOR HIGH SCHOOLS LITERATURE REVIEWS *MATURATION MIDDLE SCHOOLS PHYSICAL DEVELOPMENT SOCIAL MATURITY

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 177P.

ABSTRACT.. THE JUNIOR HIGH SCHOOL, COMPRISED OF GRADES 7-9, WAS ORIGINALLY ORGANIZED TO MEET THE SPECIAL NEEDS OF ADOLESCENT STUDENTS. CURRENT TRENDS IN SCHOOL REORGANIZATION FAVOR A MIDDLE SCHOOL COMPRISED OF GRADES 6-8, RAISING THE PROBLEM OF WHERE TO PLACE THE NINTH GRADE IN THE SCHOOL ORGANIZATION. ASSUMING THAT NINTH GRADERS SHOULD BE PLACED WITH STUDENTS MORE NEARLY RESEMBLING THEMSELVES, A TEST WAS MADE OF THE RESEARCH HYPOTHESIS THAT NINTH GRADE STUDENTS MORE NEARLY RESEMBLE TENTH GRADE STUDENTS THAN THEY DO EIGHTH GRADE STUDENTS. FROM TWO SUBURBAN MISSOURI SCHOOL DISTRICTS, DATA WERE GATHERED RELATIVE TO THE PHYSICAL, EMOTIONAL, INTELLECTUAL, AND SOCIAL MATURITY LEVELS OF EIGHTH, NINTH, AND TENTH GRADE STUDENTS. DATA ANALYSIS SHOWED SIGNIFICANT DIFFERENCES BETWEEN EIGHTH AND NINTH GRADE STUDENTS IN PHYSICAL, INTELLECTUAL, AND EMOTIONAL MATURITY. THE ONLY SIGNIFICANT DIFFERENCE BETWEEN NINTH AND TENTH GRADE STUDENTS WAS IN PHYSICAL MATURITY, SINCE TENTH GRADERS WERE FOUND TO BE MORE PHYSICALLY MATURE. THE RESEARCH HYPOTHESIS WAS THEREFORE CONFIRMED, LEADING TO THE CONCLUSION THAT NINTH GRADERS WOULD BEST BE PLACED IN SENIOR HIGH UNITS RATHER THAN IN JUNIOR HIGH OR MIDDLE SCHOOL UNITS. A 127-ITEM BIBLIOGRAPHY OF RELEVANT LITERATURE IS INCLUDED. (EA)

INSTITUTION NAME.. MISSOURI UNIV., COLUMBIA.

****END OF ABSTRACT****

PUBLICATION DATE.. MAR 69

TITLE.. MIDDLE SCHOOLS IN ACTION. EDUCATIONAL RESEARCH CIRCULAR NUMBER TWO.

PERSONAL AUTHOR.. STEMNOCK, SUZANNE K.

DESCRIPTOR.. ABILITY GROUPING ADMINISTRATIVE ORGANIZATION BIBLIOGRAPHIES *CLASS ORGANIZATION COCURRICULAR ACTIVITIES FLEXIBLE SCHEDULING *GRADE ORGANIZATION GUIDANCE COUNSELING *MIDDLE SCHOOLS *NATIONAL SURVEYS PRINCIPALS QUESTIONNAIRES SCHOOL BUILDINGS SCHOOL SIZE *SCHOOL STATISTICS TEACHER AIDES TEACHERS TEAM TEACHING

EDRS PRICE.. EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 82P.

ABSTRACT.. IN 19[illegible], QUERIES SENT BY THE EDUCATIONAL RESEARCH SERVICE (ERS) TO 461 SCHOOL SYSTEMS IDENTIFIED ONLY 63 MIDDLE SCHOOLS CONCENTRATED IN 20 SYSTEMS. ONLY 13 OF THESE 20 SYSTEMS ENROLLED MORE THAN 12,000 PUPILS. WHEN SCHOOL SYSTEMS OF SIMILAR SIZE WERE AGAIN POLLED AT THE OPENING OF THE 1968-69 SCHOOL YEAR, 70 SYSTEMS REPORTED 235 MIDDLE SCHOOLS. THIS GROWTH IN THE NUMBER OF MIDDLE SCHOOLS IN THE PAST 4 YEARS PROMPTED THIS DETAILED REPORT ON THE CHARACTERISTICS OF EACH INDIVIDUAL SCHOOL. INFORMATION FOR EACH SCHOOL INCLUDES (1) IDENTIFICATION OF THE SCHOOL SYSTEM AND THE NAME OF THE SCHOOL, (2) FIRST YEAR OPERATED, (3) GRADES INCLUDED, (4) NUMBER OF STUDENTS, (5) NUMBER OF STAFF POSITIONS, (6) ABILITY GROUPING, (7) INSTRUCTIONAL PRACTICES, (8) SUBJECTS TAUGHT BY TEAMS, (9) SPECIAL SUBJECTS--BOTH REQUIRED AND ELECTIVE, AND (10) ACTIVITIES. SPECIAL COMMENTS BY PRINCIPALS OF MIDDLE SCHOOLS, AN INDEX TO SCHOOL SYSTEMS WITH MIDDLE SCHOOLS, A BIBLIOGRAPHY OF 15 BOOKS AND PAMPHLETS AND 26 ARTICLES, AND A SAMPLE QUESTIONNAIRE ARE ALSO INCLUDED. (DE)

AVAILABILITY.. EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BUILDING, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036 (SINGLE COPY $2.00, QUANTITY DISCOUNTS).

INSTITUTION NAME.. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C. NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

****END OF ABSTRACT****

CURRICULUM GUIDES FOR MIDDLE SCHOOLS

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ED 042 776. EDRS Price: MF-$0.65; HC-$6.58.

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1/73

PUBLICATION DATE.. 11NOV67

TITLE.. NEW KNOWLEDGE OF THE LEARNER AND HIS CULTURAL MILIEU, IMPLICATIONS FOR SCHOOLING IN THE MIDDLE YEARS.

PERSONAL AUTHOR.. VARS, GORDON F.

DESCRIPTOR.. *CORE CURRICULUM *CURRICULUM DEVELOPMENT EDUCATIONAL EXPERIENCE *MIDDLE SCHOOLS *SOCIOCULTURAL PATTERNS *STUDENT DEVELOPMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 17P.

ABSTRACT.. A CURRICULUM DESIGN WHICH APPEARS APPROPRIATE TO THE MIDDLE SCHOOL YEARS IS DESCRIBED. BECAUSE OF RAPID CHANGE AND HIGHLY VARIABLE INDIVIDUAL GROWTH PATTERNS, THE MIDDLE SCHOOL HAS THE MOST DIVERSE STUDENT BODY OF ANY SCHOOL UNIT. VARIED THOUGH THE STUDENTS MAY BE, DEVELOPMENTAL TASKS AT THIS AGE INCLUDE ACHIEVING SELF-UNDERSTANDING TO REACH A STABLE SELF-CONCEPT AND ACQUIRING THE KNOWLEDGE, SKILLS, AND ATTITUDES ESSENTIAL FOR GOOD HUMAN RELATIONS. A CURRICULUM DESIGN MUST TAKE PROPER ACCOUNT OF A SOCIAL AND CULTURAL MILIEU CHARACTERIZED BY VALUE CONFLICTS, STRESS, ROLE CHANGES, AND ACCELERATING SOCIAL CHANGE. ANY MEANINGFUL DESIGN MUST ALSO INCLUDE HOW MAN ORGANIZES, EXPANDS, AND INTERRELATES KNOWLEDGE. A PROGRAM THAT GIVES ADEQUATE AND BALANCED ATTENTION TO THE LEARNER, TO SOCIETY, AND TO ORGANIZED KNOWLEDGE IS NEEDED. THE AUTHOR QUESTIONS THE VALUE OF CURRICULUMS BUILT AROUND THE ORGANIZED FIELDS OF KNOWLEDGE. SPECIALIZATION, THE KNOWLEDGE EXPLOSION, INDIVIDUAL DIFFERENCES, AND THE RAPID CHANGES IN ADOLESCENTS CALL FOR A CONTINUOUS, NONGRADED, VERTICAL PROGRESSION THROUGH LEARNING EXPERIENCES WITH GENUINE SEQUENTIAL ORGANIZATION IN THE MIDDLE SCHOOL CURRICULUM DESIGN. A CORE CURRICULUM GIVES THE NECESSARY FLEXIBILITY IN GROUPING, SCHEDULING, AND ORGANIZATION. THIS PAPER WAS PRESENTED AT THE CONFERENCE OF THE COLLEGE OF EDUCATION (11TH, UNIV. OF TOLEDO, OHIO, NOVEMBER 11, 1967). (WR)

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. AVON'S NONGRADED ELEMENTARY AND MIDDLE SCHOOL READING PROGRAM.

DESCRIPTOR.. ELEMENTARY EDUCATION *LANGUAGE DEVELOPMENT LITERATURE PROGRAMS MIDDLE SCHOOLS *NONGRADED SYSTEM *READING COMPREHENSION *READING PROGRAMS READING READINESS READING SKILLS STRUCTURAL ANALYSIS STUDENT EVALUATION *STUDY SKILLS SUPPLEMENTARY READING MATERIALS TEXTBOOKS WORD STUDY SKILLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 131P.

ABSTRACT.. PRESENTED IN THIS GUIDE ARE THE PHILOSOPHY, EVOLUTION, STRUCTURE, AND IMPLEMENTATION OF A NONGRADED READING PROGRAM WHICH IS ORGANIZED ON 23 SEQUENTIAL LEARNING LEVELS. THE PROGRAM CONCENTRATES ON REQUIREMENTS IN WORD ANALYSIS SKILLS, COMPREHENSION SKILLS, AND STUDY SKILLS AND PROVIDES LISTINGS OF SUGGESTED TEXTS, SUPPLEMENTARY MATERIALS, AND EVALUATION TESTS. READINESS CHECKLISTS (PHYSICAL, SOCIAL, EMOTIONAL, AND PSYCHOLOGICAL), INFORMAL READING INVENTORIES, SAMPLE REPORT CARDS, A LETTER FOR TRANSFER STUDENTS, AND A BRIEF DISCUSSION OF PARENT-TEACHER CONFERENCES ARE INCLUDED. (MF)

AVAILABILITY.. SUPERINTENDENT OF SCHOOLS, 50 SIMSBURY ROAD, AVON, CONNECTICUT 06001 ($5.00, PREPAID)

INSTITUTION NAME.. AVON PUBLIC SCHOOLS, CONN.

****END OF ABSTRACT****

PUBLICATION DATE.. 70

TITLE.. CURRICULUM GUIDE, ENGLISH FOR GRADES VI-IX.

DESCRIPTOR.. COMPOSITION (LITERARY) *CURRICULUM GUIDES *ENGLISH CURRICULUM ENGLISH LITERATURE GRADE 6 GRADE 7 GRADE 8 GRADE 9 *INTERMEDIATE GRADES *JUNIOR HIGH SCHOOLS LANGUAGE INSTRUCTION *MIDDLE SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE.. 307P. SCHOOL DOCUMENT NO. 2-1970

ABSTRACT.. GRADES OR AGES GRADES 6-9. SUBJECT MATTER ENGLISH. ORGANIZATION AND PHYSICAL APPEARANCE THE GUIDE HAS THREE MAIN SECTIONS DEALING WITH LANGUAGE, LITERATURE, AND COMPOSITION WITH THE FOLLOWING SUB-SECTIONS 1) LANGUAGE--INTRODUCTION, GRADE 6, GRADE 7, GRADE 8, GRADE 9, CHRONOLOGY, BIBLIOGRAPHY, SPELLING, LISTENING SKILLS 2) LITERATURE--OVERVIEW AND TEACHING TECHNIQUES, GRADE 6, GRADE 7, GRADE 8, GRADE 9, CHORAL SPEAKING AND 3) COMPOSITION. THE GUIDE IS MIMEOGRAPHED AND SPIRAL-BOUND WITH A SOFT COVER. OBJECTIVES AND ACTIVITIES OBJECTIVES ARE LISTED FOR THE VARIOUS TOPICS. SUGGESTED CLASSROOM ACTIVITIES AND STUDENT ENRICHMENT ACTIVITIES ARE INCLUDED IN THE TEXT. INSTRUCTIONAL MATERIALS REFERENCES TO TEXTS AND MATERIALS ARE GIVEN AT THE END OF SOME SUB-SECTIONS. THERE IS ALSO A BIBLIOGRAPHY, AND A LIST OF SUGGESTED TEXTS FOR COMPOSITION. STUDENT ASSESSMENT THE SECTION ON COMPOSITION INCLUDES A BRIEF DESCRIPTION OF EVALUATION TECHNIQUES FOR THE TEACHER. (MBM)

AVAILABILITY.. BOSTON SCHOOL COMMITTEE, 15 BEACON STREET, BOSTON, MASS. 02108 ($3.75, CHECK PAYABLE TO THE CITY OF BOSTON)

INSTITUTION NAME.. BOSTON PUBLIC SCHOOLS, MASS.

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. COLLOQUAMUR LATINE CUM PUERIS PUELLESQUE LATIN IN THE MIDDLE SCHOOL.

PERSONAL AUTHOR.. GRABER, CHARLES F. NORTON, HARRIET S.

DESCRIPTOR.. *COURSE DESCRIPTIONS COURSE OBJECTIVES CULTURAL BACKGROUND *CULTURAL EDUCATION GRAMMAR INTERMEDIATE GRADES JUNIOR HIGH SCHOOLS *LANGUAGE INSTRUCTION LANGUAGE SKILLS *LATIN LATIN LITERATURE *MIDDLE SCHOOLS MYTHOLOGY TEACHING METHODS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 72P.

ABSTRACT.. GUIDELINES FOR THE DEVELOPMENT OF A LATIN CURRICULUM FOR THE MIDDLE SCHOOL, WITH SPECIFIC SUGGESTIONS AS TO CONTENT AND METHODOLOGY, ARE PRESENTED IN THIS MANUAL. THE MATERIAL, ORIENTED TOWARD NEW APPROACHES IN THE TEACHING OF THE LATIN AND GRAECO-ROMAN CULTURES, STRIVES TO DEVELOP PROFICIENCY IN THE SKILLS OF LISTENING, SPEAKING, READING, AND WRITING IN THE TARGET LANGUAGE. DISCUSSION OF THE RATIONALE OF THE COURSE, NATURE OF THE PUPILS, OBJECTIVES, AND PROGRAM PRECEDES SELECTED INSTRUCTIONAL UNITS. THESE UNITS INCLUDE (1) THE ACCUSATIVE CASE, (2) THE ACCUSATIVE CASE OF CERTAIN PREPOSITIONS, (3) ORAL AND WRITTEN REINFORCEMENT OF THE ACCUSATIVE CASE AS DIRECT OBJECT AND OBJECT OF CERTAIN PREPOSITIONS, (4) MYTHOLOGY--READING OF MIDAS ET CONTACTUS AUREUS , (5) SINGULAR AND PLURAL OF THE IMPERATIVE, AND (6) REVIEW OF CULTURAL ITEMS. PEN AND INK SKETCHES ARE USED THROUGHOUT, AND A BIBLIOGRAPHY IS CONTAINED IN THE GUIDE. (RL)

INSTITUTION NAME.. STATE UNIV. OF NEW YORK, ALBANY. SCHOOL OF EDUCATION.

****END OF ABSTRACT****

PUBLICATION DATE.. 31 JAN 71

TITLE.. DEVELOPMENT AND EVALUATION OF SINGLE CONCEPT FILM LOOPS FOR DISSEMINATION OF OCCUPATIONAL INFORMATION TO YOUTH IN THE MIDDLE SCHOOL. PHASE I. FINAL REPORT.

PERSONAL AUTHOR.. MOELLER, CARL A. COX, WALTER L., JR.

DESCRIPTOR.. CAREER OPPORTUNITIES CAREER PLANNING EMPLOYMENT OPPORTUNITIES FILM PRODUCTION *INDIVIDUALIZED INSTRUCTION INFORMATION DISSEMINATION INSTRUCTIONAL FILMS MIDDLE SCHOOLS *NONCOLLEGE PREPARATORY STUDENTS *OCCUPATIONAL INFORMATION PHOTOGRAPHIC EQUIPMENT PHOTOGRAPHY PROJECTION EQUIPMENT SCRIPTS *SINGLE CONCEPT FILMS *TAPE RECORDINGS TEACHING METHODS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 65P.

ABSTRACT.. A TOTAL OF 21 SINGLE CONCEPT SUPER 8 MILLIMETER FILMS, EACH FOUR MINUTES LONG, WERE MADE THAT OFFERED AN ON-SITE VIEW OF SELECTED MECHANICAL, INDUSTRIAL, AND SERVICE OCCUPATIONS. THE OCCUPATIONS SELECTED TO BE FILMED WERE CONSIDERED TO HAVE GROWTH POTENTIAL AND TO BE OPEN TO NON-COLLEGE BOUND STUDENTS. IT WAS FOUND THAT THE FILMS COULD BE PHOTOGRAPHED BY A GRADUATE STUDENT DIRECTLY ON 8 MM. FILM ACCORDING TO A PROFESSIONALLY PREPARED SCRIPT WITH LITTLE OR NO EDITING. THIS WAS IMPORTANT BECAUSE THE FIRST THREE FILMS PREPARED BY A COMMERCIAL STUDIO PROVED TO BE TOO EXPENSIVE. THE SOUND TRACK FOR THE FILMS WAS TAPE RECORDED ON A CASSETTE. STARTING THE FILM PROJECTOR AND THE TAPE RECORDER AT THE SAME TIME PROVIDED A SUFFICIENTLY SYNCHRONIZED EFFECT FOR INSTRUCTIONAL PURPOSES. WHEN THE FILMS WERE SHOWN TO SOME 1322 MIDDLE-SCHOOL STUDENTS, THE MAJORITY OF THE STUDENTS RATED THEM AS A GOOD OR EXCELLENT METHOD OF LEARNING ABOUT OCCUPATIONS. THE ACCEPTANCE OF THE FILMS VARIED SOMEWHAT WITH THE SEX OF THE STUDENT AND THE FILM CONTENT. THE MAJOR CRITICISM WAS THE DESIRE FOR MORE INFORMATION. THEIR SIMPLE PRESENTATION FORM ALLOWED THE FILMS TO BE USED IN AN INDIVIDUALIZED INSTRUCTIONAL SETTING. (JY)

INSTITUTION NAME.. NORTH CAROLINA STATE UNIV., RALEIGH. SCHOOL OF EDUCATION.

****END OF ABSTRACT****

PUBLICATION DATE.. 71

TITLE.. MATHEMATICS CURRICULUM GUIDE FOR GRADES 6,7,8.

DESCRIPTOR.. ALGEBRA *CURRICULUM *CURRICULUM GUIDES *ELEMENTARY SCHOOL MATHEMATICS GEOMETRY JUNIOR HIGH SCHOOLS *MATHEMATICS *MIDDLE SCHOOLS NUMBER CONCEPTS TEACHING GUIDES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 69P.

ABSTRACT.. THIS CURRICULUM GUIDE OUTLINES THE MATHEMATICAL CONTENT WHICH WHOULD BE PRESENTED IN GRADES 6, 7, AND 8 - THE NEW MIDDLE SCHOOL ORGANIZATION. IT IS THE RESULT OF A STUDY MADE BY A COMMITTEE OF PRINCIPALS AND TEACHERS OF THE NEEDS AND CHARACTERISTICS OF ADOLESCENTS. THE FOLLOWING ARE INCLUDED FOR EACH OF THE CONTENT AREAS (1) TOPICS WHICH MAY BE STUDIED, (2) SKILLS, (3) CONCEPTS, (4) APPLICATION, (5) SUGGESTIONS FOR IMPLEMENTATION, AND (6) HELPFUL MATERIAL AND REFERENCES. THE MATHEMATICAL CONTENT IS CONTAINED WITHIN THE CONVENTIONAL JUNIOR HIGH SCHOOL CURRICULUM NUMBER CONCEPTS, SETS, ALGEBRA, GEOMETRY, STATISTICS AND PROBABILITY, AND NUMERICAL TRIGONOMETRY. ALSO INCLUDED ARE THE OBJECTIVES AND PHILOSOPHY OF THE SCHOOL SYSTEM. (RS)

INSTITUTION NAME.. JOLIET PUBLIC SCHOOLS, ILL. SCHOOL DISTRICT 86.

****END OF ABSTRACT****

PUBLICATION DATE.. APR 69

TITLE.. BIOLOGICAL SCIENCES CURRICULUM STUDY NEWSLETTER 34, THE MIDDLE SCHOOL.

PERSONAL AUTHOR.. CLARK, GEORGE M.

DESCRIPTOR.. *BIOLOGY *CONFERENCE REPORTS GUIDELINES INTEGRATED CURRICULUM *JUNIOR HIGH SCHOOLS MIDDLE SCHOOLS NEWSLETTERS *PROGRAM DEVELOPMENT *SECONDARY SCHOOL SCIENCE

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 12P.

ABSTRACT.. REPORTED ARE GUIDELINES WHICH ARE THE OUTGROWTH OF SIX CONFERENCES ON THE TEACHING OF LIFE SCIENCE IN THE MIDDLE SCHOOL. THE MEMBERSHIP OF EACH CONFERENCE WAS BY INVITATION CONSISTING OF EXPERIENCED MIDDLE SCHOOL SCIENCE TEACHERS, BIOLOGISTS FROM UNIVERSITIES, THE BSCS STAFF, AND OBSERVERS. THE GUIDELINES WERE DEVELOPED TO PROVIDE DIRECTION IN DEVELOPING LIFE SCIENCE CURRICULUMS WHICH HAVE AS A MAJOR FOCUS THE STUDY OF MAN AND HIS ENVIRONMENTAL INTERACTIONS. PARTICULAR ATTENTION IS GIVEN TO CHANGING CONCEPTS REGARDING THE MIDDLE SCHOOL AS AN INSTITUTION, NEW POINTS OF VIEW ABOUT THE TEACHING OF ACIENCE, STUDIES ON ADOLESCENT DEVELOPMENT, RESEARCH ON LEARNING AND CURRICULUM, AND PROBLEMS OF TEACHER EDUCATION. A MORE DETAILED ACCOUNT OF THE CONFERENCE PROCEEDINGS MAY BE ACQUIRED WITHOUT COST BY REQUESTING IN WRITING BSCS SPECIAL PUBLICATION #7 FROM BSCS, P. O. BOX 930, BOULDER, COLORADO 80302. (DS)

AVAILABILITY.. BIOLOGICAL SCIENCES CURRICULUM STUDY, P. O. BOX 930, BOULDER, COLORADO 80302

INSTITUTION NAME.. BIOLOGICAL SCIENCES CURRICULUM STUDY, BOULDER, COLO.

****END OF ABSTRACT****

PUBLICATION DATE.. 71

TITLE.. IDEA-CENTERED LABORATORY SCIENCE (I-CLS), UNIT F, A SCIENTIST LOOKS CRITICALLY AT HIS WORLD.

PERSONAL AUTHOR.. VAN DEVENTER, WILLIAM C. DUYSER, LUCILLE

DESCRIPTOR.. *BELIEFS *CULTURAL ENVIRONMENT *INSTRUCTIONAL MATERIALS MIDDLE SCHOOLS PSYCHOLOGICAL CHARACTERISTICS SCIENCE ACTIVITIES *SCIENTIFIC ENTERPRISE *SCIENTISTS TEACHING GUIDES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 65P.

ABSTRACT.. IN THIS MIDDLE SCHOOL STUDENTS' GUIDE POETRY, MUSIC, FINE ARTS, DRAMA, AND MOVEMENT ARE USED TO HELP TEACH SCIENCE STUDENTS THAT THERE ARE A NUMBER OF VALID POINTS OF VIEW ABOUT NATURAL PHENOMENA, ONLY ONE OF WHICH IS SCIENTIFIC. THE LIMITATIONS ON QUESTIONS FOR WHICH SCIENTISTS CAN SEEK ANSWERS ARE ILLUSTRATED BY SCIENCE-FICTION ACCOUNTS OF ALTERNATE CULTURAL CONDITIONS WHERE THE IDEATIONAL FRAMEWORK DIFFERS FROM OUR OWN. IN THESE WORLDS SCIENCE IS NOT PART OF THE ACCEPTED WAY OF LOOKING AT NATURE, OR ALTERNATE HISTORICAL CHOICES HAVE BEEN MADE PRODUCING DIFFERENT ATTITUDES TOWARD SCIENTIFIC QUESTIONS. TO INDICATE THE LIMITATIONS IMPOSED BY THE FINITE HUMAN MIND A SERIES OF MIND STRETCHING EXERCISES INVOLVING SIZE AND TIME ARE INCLUDED. A TEACHERS' GUIDE IS APPENDED. (AL)

INSTITUTION NAME.. GRAND RAPIDS PUBLIC SCHOOLS, MICH. WESTERN MICHIGAN UNIV., KALAMAZOO.

****END OF ABSTRACT****

PUBLICATION DATE.. OCT 69

TITLE.. COURSE OF STUDY UNITED STATES HISTORY, MIDDLE SCHOOL.

DESCRIPTOR.. *CITIZENSHIP CRITICAL THINKING CURRENT EVENTS *CURRICULUM GUIDES DEMOCRACY GRADE 8 *HISTORY INSTRUCTION INDUCTIVE METHODS INFORMATION UTILIZATION INSTRUCTIONAL MATERIALS MIDDLE SCHOOLS NEGRO HISTORY *SOCIAL STUDIES UNITS TEACHING GUIDES *UNITED STATES HISTORY

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 126P.

ABSTRACT.. THIS COURSE FOR GRADE 8 CONTAINS 122 LESSONS DESIGNED TO TEACH UNITED STATES HISTORY, INCLUDING ANALYSIS OF DEMOCRACY AND SOCIETY AS WELL AS AWARENESS OF THE CITIZEN ROLE. THE GUIDE PROVIDES A BASIC FOCUS OF INSTRUCTION AND ALSO PRESENTS A RANGE OF TEACHING TECHNIQUES, MATERIALS, AND ACTIVITIES WHICH TEACHERS CAN UTILIZE ACCORDING TO STUDENT NEEDS AND INTERESTS. A STATEMENT OF GENERAL OBJECTIVES FOR THE COURSE IDENTIFIES THE UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, HABITS, AND SKILLS TO BE ACCOMPLISHED. CONTENT IS DIVIDED INTO 10 UNITS OF STUDY WHICH PARALLEL CHRONOLOGICAL PERIODS IN THE NATION'S DEVELOPMENT. EACH UNIT IS INTRODUCED BY A STATEMENT OF CONTENT FOLLOWED BY DEFINITION OF UNIT OBJECTIVES AND RELEVANT QUESTIONS. INDIVIDUAL LESSON PLANS ARE ORGANIZED INTO THREE AREAS REFERENCES, CONTENT STRESSES, AND STUDENT ACTIVITIES. INCLUDED AT THE END OF THE UNIT IS AN EVALUATION INSTRUMENT, SUCH AS A WRITTEN ACHIEVEMENT TEST, MAP SKILLS TEST, OR CRITERIA FOR ORAL REPORTS AND INDIVIDUAL PROJECTS. AUDIO-VISUAL AIDS FOR EACH UNIT ARE ALSO LISTED. A BIBLIOGRAPHY OF COURSE MATERIALS INCLUDES LAND OF THE FREE A HISTORY OF THE UNITED STATES BY CAUGHEY AND FRANKLIN AND THE AMERICAN NEGRO BY CLEMONS, HOLLITZ AND GARDNER. (JSB)

INSTITUTION NAME.. PITTSBURGH BOARD OF PUBLIC EDUCATION, PA.

****END OF ABSTRACT****